

**HIGHFIELD HALL PRIMARY SCHOOL**

**CRITICAL INCIDENT MANAGEMENT PLAN**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date of issue** | January 2023 | **Date of next review** | January 2024 |
| **Person responsible for updating this plan** | | Mike Bywaters | |

**Copies of this plan are held by:**

**Mike Bywaters (Headteacher)**

**Gavin Bradford (School Office)**

**Anna Higham (Infant Block)**

**Stuart Yeowart (Chair of Governors)**

**Office Compliance Folder Red Box Sharepoint**

**Outwood Grange Academy**

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***INTRODUCTION***

This plan has been prepared and agreed by the staff and Governors of Highfield Hall Primary School to assist in dealing with an emergency situation that affects the school community.

This plan relates to an event which may involve:

* the safety of children and/or staff
* the school premises
* a serious accident involving children and/or school personnel on or off the premises
* the death of a child, staff member or governor
* a violent intrusion onto school premises (eg an armed intruder or a bomb alert)
* extensive damage to school premises
* the release of hazardous substances near or on the school site
* a crisis which might affect the public reputation of the school

It also considers where the headteacher believes that the school will benefit from receiving additional support or, where the community in which the school is based is affected by an emergency.

The school emergency plan aims to:

* provide support to all children and staff affected by an incident
* maintain the normal running of any parts of the school not affected
* return the whole school to normal as soon as possible

The plan provides generic guides to actions that should be considered by the headteacher, his nominated deputy, and the critical incident management team (CIMT) in case of an emergency in school or the local community, or on an educational visit.

The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

***Important Action Points***

* Review the plan and its content at least once each year
* Keep the plan up-to-date regarding personnel
* Ensure staff know their roles
* Keep the school's contact list near to the phone in case it becomes necessary to activate the plan
* Send a copy of the plan to the Children and Younger Adults Department for reference centrally

***ACTIVATION***

Information about an incident may come from a staff member, pupil, parent, the emergency services or the local authority.

Whoever receives the alert should ask for, and record, as much information as possible:

|  |  |
| --- | --- |
| **Name of the person informing of the incident** |  |
| **Details of the incident** |  |
| **Who else has been informed**  **(eg emergency services etc)** |  |
| **Exact location of the incident** |  |
| **Details of any casualties** |  |
| **Any action taken so far** |  |
| **Name of contact at the scene** |  |
| **Number of contact at the scene** |  |
| **What assistance is needed** |  |

|  |
| --- |
| **Immediately inform the Headteacher or Deputy/nominee** |

***Responsibilities/Checklist of Initial Action by Headteacher or Nominee***

**RESPONSIBILITIES**

* take charge of events
* draw up an action plan for the specific incident
* delegate responsibilities and give task sheets to the chosen person
* consult with the Police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries and the media
* establish a crisis team meeting place, close to the incident control point

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Ascertain details of incident |  |
| Take immediate action to safeguard pupils and staff where necessary |  |
| Alert relevant emergency services (Police, Fire, Ambulance) via 999 system  Be prepared to give the following information:   * Emergency Service(s) required * Exact location of the incident * Number of casualties * Nature of injuries * Location and telephone number where call is being made from * Hazards which may be encountered by the Emergency Services at the site |  |
| Log all communications and actions |  |
| Notify:  Derbyshire Emergency Planning Division  Office hours: 01629 538364  Out of office hours: 01629 533085 (ex-dir)  Ask for the Duty Emergency Planning Officer  THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC  THE EMERGENCY PLANNING DIVISION CAN PROVIDE RESOURCES TO ASSIST DURING EMERGENCIES |  |
| Assemble a critical incident management team from pre-identified staff |  |
| Refer to the list of emergency contact numbers in Appendix 1 for additional support if required |  |
| Where possible, avoid closing the school and try to maintain normal routines |  |

***Critical Incident Management Team (CIMT)***

The CIMT will comprise:

* Mike Bywaters- Headteacher
* Anna Higham- Deputy Headteacher
* Stuart Yeowart- Chair of Governors (where contactable/available)
* Ian Knowles- Caretaker

**Base for Critical Incident Management Team**

The base for the CIMT will be the Headteacher's office where it is still possible to use this. The reserve on-site location will be the Infant Block Staff Room. In cases where it is not possible to use the school premises as a base, the CIMT will make use of Outwood Grange Academy (Newbold).

***IMPLEMENTATION***

***Headteacher or Nominee***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Ensure that accurate, factual information is available for those arriving at the scene |  |
| Liaise with the local authority, police, fire and ambulance services, and other agencies who may become involved |  |
| Act as the main contact to co-ordinate the response |  |
| Inform the chair of governors |  |
| Inform all staff, and parents of injured pupils |  |
| Decide how to inform other parents of injured pupils |  |
| Ensure all staff maintain a log of actions and decisions |  |
| Allocate tasks to members of the CIMT as appropriate |  |
| Provide regular briefings for staff |  |
| Continue to liaise with the local authority and the emergency services |  |
| Try to maintain normal routines as far as possible |  |
| Inform staff involved to prepare a written report of their involvement, noting events and times |  |
| Inform the CAYA health and safety officer who will advise on reporting procedures, and inform trade unions if necessary |  |
| In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours |  |
| Continue to allocate tasks to members of the CIMT as appropriate |  |

***Welfare***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Secure the immediate safety of pupils and staff - this may include evacuation or keeping pupils and staff inside the building (sheltering) |  |
| Establish the location of all pupils, staff, and visitors using timetables, registers and the visitor’s book, and make a list of those unaccounted for |  |
| Establish a staff rota and ensure that staff take regular rest periods |  |
| Identify those pupils and/or staff who are badly affected, and who need extra support |  |
| Make arrangements for reuniting pupils with their parents |  |
| Take account of religious and cultural factors, and consider contact with leaders of local faith communities |  |

***Communications***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Consider emergency communications needs |  |
| Dedicate lines for incoming and outgoing calls and arrange extra support for reception.    Line to be used for incoming calls only:  Line to be used for outgoing calls only: |  |
| Arrange for the staffing of switchboard/telephone |  |
| Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service) |  |
| Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee - use any existing arrangements for contacting parents quickly and efficiently |  |
| Receive visitors to the school, ensuring they sign in and out and are issued with identification badges |  |
| Ensure that staff are fully briefed on facts and are aware of what information can be released |  |

***Media***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Ensure that any media access to the site, staff and pupils is controlled  In a major emergency, the police will deal with the press and prevent access to the school |  |
| Liaise with and co-operate with the media and to answer their queries, as appropriate |  |
| Liaise with the public relations division to prepare a press statement, to be agreed by the headteacher and director of CAYA, and to decide the ongoing strategy for dealing with the press |  |
| Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones |  |
| Provide basic information about the school (see Appendix 2) |  |
| Be prepared to be interviewed by the press if necessary and agreed |  |
| Liaise between the press and those affected about interviews - seeking permission from parents/guardians of any students involved in interviews. Any students involved in interviews should be supported |  |

**Advice for Official Spokesperson(s)**

🗶 DO NOT speculate - your interpretation or understanding can and probably will be exaggerated or quoted as hard fact

🗶 DO NOT give any fact unless you are certain it is correct

🗶 DO NOT say "NO COMMENT" - it can be taken as a negative answer which could be inaccurate and lead to difficulties later

🗶 DO NOT be afraid to say "I DO NOT KNOW"

✓ DO have the confidence in yourself and your command of the situation to take a positive attitude towards the media

✓ DO inform the Press Officers of any development which may assist them and of any journalist you suspect of acting inappropriately.

✓ If you know that everyone is safe and well, or those parents of injured children have been told - say so as soon as possible - it stops other panicking.

NB: PUPILS SHOULD NOT TALK TO THE MEDIA UNLESS ARRANGED BY STAFF/PARENTS AND THEN ONLY WITH WRITTEN PERMISSION FROM PARENTS/GUARDIANS

***Resources***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Ensure access to site for emergency services |  |
| Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary |  |
| Ensure the security of the school premises |  |
| Establish a safe and secure base for the CIMT |  |
| Check that all available communications and office equipment are working (phones, copiers), in:   * School Office * CIMT Base * CIMT Alternative Base |  |
| Arrange a place to receive parents and children involved |  |
| If necessary, evacuate the building in accordance with the School Fire Procedures |  |
| Ensure that parents do not take students away, unless directed to do so |  |
| Consider relocation to other premises |  |

***All other teaching and non-teaching staff***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Respond to instructions given by members of the Critical Incident Management Team |  |
| Be ready to respond to any potential hazard in and about the site |  |
| Maintain a calm atmosphere |  |
| Do not speak directly to the media but refer all enquiries to the Headteacher or other person designated as being responsible for contact with the media |  |

***EMERGENCIES DURING EDUCATIONAL VISITS***

The headteacher or his pre-agreed nominee should be immediately informed of any incident by the group leader.

***Initial Action by Headteacher or Nominee***

* Maintain a written record of your actions using this check list and attached log sheet

* Offer reassurance and support.
* Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
* Find out what has happened. Obtain as clear a picture as you can - who informed you of the incident? (Usually the group leader)
* Remind the group leader to follow the checklist for group leaders on educational visits (see Appendix )
* Record the details of the off-site activity/visit during which incident occurred

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Location and nature of activity/visit** |  | | | |
| **Name of person in charge of visit** |  | | | |
| **Telephone number(s)** |  | | | |
| **Number of people on the visit** | **Pupils** |  | | |
| **Teachers** |  | | |
| **Other adults** |  | | |
| **Date and time of incident** |  | | | |
| **Location** |  | | | |
| **What has happened?** |  | | | |
| **People affected** | **Name** | | **Injury** | **Where they are / will be taken** |
|  | |  |  |
| **Emergency Services involved and advice they have given** |  | | | |
| **Names and locations of hospitals involved** |  | | | |
| **Arrangements for pupils not directly involved in the incident** |  | | | |
| **Name of person in charge of your group at the incident** |  | | | |
| **Telephone Number(s)** |  | | | |

* Depending on the scale of the incident, consider assembling a CIMT to assist with the response

***Initial Action List for CIMT***

* Inform school staff as appropriate, depending on the time and scale of the incident
* Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.

* Immediately inform parents of any injured pupils of what has happened and where their son/daughter is, recording what their plans are, eg to travel to their son/daughter, any assistance they need and any means of communications with them (eg mobile phone number)
* In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved
* Inform parents of any other pupils on the visit but not directly involved in the incident.
* Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed
* Ensure that staff are fully briefed on facts and are aware of what information can be released
* Inform the chair of governors

* Contact the local authority: Derbyshire Emergency Planning Division

Office hours: 01629 538364

Out of office hours: 01629 533085 (ex-dir)

Ask for the Duty Emergency Planning Officer

THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC

**Support available from the Emergency Planning Division could include:**

* assistance at school or at the site of the incident by local authority officers, and/or others
* communications support, including public telephone helpline where appropriate
* help with arranging travel and transport between the incident, parents and the school help with media management, including press statements and interview briefing
* for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc
* if necessary, introduce controls on school entrances and telephones
* at least initially, the school is advised to avoid responding to media enquiries and direct these to the public relations division
* liaise with the public relations division as early as possible, and work with them to prepare a press statement
* arrange a quiet space to receive parents of the children involved as they arrive at the school

***Medium term actions/considerations***

* Ensure you contact your local education officer as soon as possible the next working day to inform them of the situation
* If the visit is abroad, and the incident results in substantial medical or other expense, the risk and insurance section at County Hall or any other insurers used should be informed as soon as possible
* Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed
* In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards
* Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)
* Inform all staff involved to prepare a written report noting events and times. Inform the CAYA Health and Safety office who will advise on reporting procedures and inform trade unions if necessary.
* In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers

***POST INCIDENT CARE AND SUPPORT***

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder.

It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change are covered in the curriculum. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

Remember to consult with parents following an incident. It is important to communicate with parents of pupils who have been involved, and ensure that their needs and wishes are taken into account.

The Education Psychology Services will provide appropriate care and support to those affected by a major incident in the school community. Dependant on the scale and nature of the incident the Crisis Support Team could be deployed to support the work of the Education Psychology Services.

***STAND-DOWN AND RECOVERY***

***Recovery Plan Checklist***

**As soon as possible after the emergency:**

* Liaise with parents regarding plans for attendance at funerals
* Liaise with parents regarding plans for attendance/representation at memorial services
* Arrange debriefing meetings for staff and pupils
* Arrange debriefing meetings for the headteacher and CIMT
* Identify and support high-risk pupils and staff
* Promote discussion of the emergency in class
* Consider the need for individual or group support
* Help affected pupils and staff to come back into school
* Initiate a review of the school emergency plan, evaluating the school’s response and feeding in any lessons learnt

**In the longer term:**

* Consult and decide on whether and how to mark anniversaries
* The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected
* Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school
* Remember to make any new staff aware of which pupils were involved and how they were affected

**APPENDICES**

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| **APPENDIX 1 - CONTACTS** |
| This section should include contact details for all members of staff, so that if an emergency happens out of school hours, all staff can be contacted. During school holidays it may be useful to be aware of when key staff are away, so that it is possible to gain access to the building if required in an emergency. Some general external contacts are included, but you will need to add contacts specific to your school.  It may also be used to outline the system used by the school for contacting parents.  ***This section of the plan is likely to need regular update and review, for example at the start of each term.*** |
| **APPENDIX 2 - COMMUNICATIONS** |
| Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. You should:   * Identify any lines not generally known to the public (kitchen phone, mobile phones). * Be aware that in a power failure, a powered switchboard system may not work (a telephone plugged into the first phone point coming in from the exchange should provide a useable line). The location of this telephone point should be identified in the emergency plan. * An early decision should be made about how to inform parents (in the case of a fatal incident, the police will normally inform the parents of the child or children involved) |
| **APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL** |
| You may find it helpful to prepare some basic information about the school which could be used in the event of a major incident. |
| **APPENDIX 4 - EMERGENCY SCHOOL CLOSURE** |
| The decision to close a school is usually made by the headteacher and governors.  The emergency closure procedure for schools is available on the Extranet. You should refer to this procedure when producing your plan.  An agreed method of informing parents and other organisations (eg bus companies) of the closure should be included in your communications section. |

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| **APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE** |
| If there are specific hazards or risks associated with your school, outline any information and special procedures relating to the risks here. This may include:   * the release of hazardous substances near or on the school site (eg Chemical Site) * nearby streams or rivers that may flood * hazards within the school (eg chemical stores) * difficulties relating to the school itself (eg split-site, communications problems). |
| **APPENDIX 6 - EVACUATION AND SHELTER PLAN** |
| This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.  Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident (eg fire).  It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard, and signalling lockdown of the school in the event of an intruder. |
| **APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT** |
| Checklist to be followed by the group leader if an incident occurs on an educational visit. |
| **APPENDIX 8 - INFLUENZA PANDEMIC PLAN** |
| The Department for Children, Schools and Families (DCSF) has published guidance to assist planning to support learning if schools close for extended periods during a flu pandemic. The guidance is available from teachernet. |
| **APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES** |
| Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that office staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. The bomb threat prompt card gives questions to ask and immediate actions to take in this situation. Staff should be familiar with this information, and preferably have a copy to hand near the telephone.  Equally important is dealing with suspect packages - in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received. Any member of staff who may deal with incoming mail in the school should be aware of the guidance. |

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| **APPENDIX 10 - OTHER SERVICES USING THE SCHOOL SITE** |
| Use this section to record any separate emergency procedures for other services using the site (eg play schemes, after-school clubs etc) or any additional arrangements relating to extended services at the school. |
| **APPENDIX 11 - LOG KEEPING** |
| Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference. |
| **APPENDIX 12 - TRAINING AND EXERCISING** |
| In order to carry out the procedures outlined in your plan, awareness raising and training should be carried out within the school. All staff that has a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the content of the plan, particularly the section on evacuation and shelter.  Exercising your plan is equally important, especially emergency procedures such as:     * Fire drill * Bomb drill (if arrangements differ) * Shelter drill * Lockdown drill |
| **APPENDIX 13 - BUSINESS CONTINUITY** |
| Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue pupils’ education. You therefore need to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up. |

***APPENDIX 1 - CONTACTS***

This should be updated in response to changes and reviewed annually

***School Staff Identified for Incident Response***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Status** | **Home telephone** | **Mobile phone** | **Keyholder** |
| Mike Bywaters | Headteacher | 07870829947 | 07870 829947 | Yes |
| Anna Higham | Headteacher’s nominee | 07966119291 | 07966 119291 | Yes |
| Ian Knowles | Caretaker |  | 07812 241355 | Yes |
| Nicola Allsop | SMT |  | 07729 151591 | Yes |
| Sally Briddon | SMT |  | 07495 458662 | No |
| Gavin Bradford | School Business Officer |  | 07485 095826 | Yes |
|  |  |  |  |  |
|  |  |  |  |  |

***Other School Contacts***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Status** | **Home telephone** | **Mobile phone** | **Keyholder** |
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***External Contacts***

|  |  |
| --- | --- |
| **Organisation** | **Contact No** |
| Local Education Officer | 01629 580000 |
| Local Education Health and Safety | 01629 580000 |
| Emergency Planning Division  Ask for the Duty Emergency Planning Officer  THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC | 01629 538364 (office hours)  01629 533085 (ex-dir) (Out of hours) |
| Educational Psychology Service |  |
| Public Relations Division | 01629580000 |
| Risk and Insurance Section | 01629580000 |
| off-site insurance emergency number |  |
| The Foreign Office (links with British Consulates etc) |  |
| Local radio (Peak fm) | 01246 269107 |
| Teacher Support Network (trained support and counsellors available 24hrs) |  |
| Call Parents | Via website (text and App) |
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|  |  |
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***APPENDIX 2- COMMUNICATIONS***

* members of staff will be alerted in the first instance by written or verbal message from a member of staff so as not to alarm pupils unnecessarily, and via WhatsApp group
* incoming and outgoing calls related to the emergency should be made from the

main office or the Head Teacher’s office or the school mobile.

* school will communicate with parents via the emergency text service
* an emergency that happens during the school day
* an emergency that happens before or after the school is open, at weekends or in school holidays

Where there is more notice of a school closure a letter will be sent home.

In the event of an unforseen school closure messages will also be put on the school gates and the local radio station will be contacted.

***Internal Communications***

In school these will only be conveyed by a member of staff and will be verbal or in writing.

Outside school hours messages will be conveyed via the staff text service or through telephone calls.

***APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL***

|  |  |
| --- | --- |
| **Basic information** | |
| Name: | Highfield Hall Primary School |
| Address: | Highfield Lane  Newbold  Chesterfield  S41 8AZ |
| Telephone: | 01246 273534 |
| Age Range: | 3 - 11 |
| Number of pupils: | 410 |
| Map of surrounding area: | include in file |
| Plan of School: | include in file |
|  |  |
| **Details of Senior Staff** | |
| Headteacher: | Mike Bywaters |
| Deputy: | Anna Higham |
| *Senior Management Team* | Sally Briddon, Rebecca Coles, Laura Webster Nicola Allsop, Sophie Ross |
| **Details of Governors** | |
| Chair of Governors: | Stuart Yeowart |
| Vice Chair of Governors: | Di McCollum |

***APPENDIX 4 - EMERGENCY SCHOOL CLOSURE***

Whenever possible the school will remain open but where there are concerns about the health and safety of pupils and staff it may be necessary top close all or part of the site.

If this is outside of school hours parents and staff will be informed by text and app message. If it is within the working day parents will be contacted to collect their children and enough staff will stay on site to manage any remaining children.

Where there is an immediate danger and the site needs to be evacuated all pupils and staff will go to Outwood Grange Academy.

***APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE AND HAZARD ASSESSMENT***

There is chlorine on site in the swimming pool which can be dangerous if it burns.

If there is a fire in the swimming pool, the evacuation point is a sufficient distance away to avoid chlorine gas effects, however pupils will be evacuated to Outwood Academy Newbold via Gloucester Road if necessary.

Risk Assessment for Chlorine Fire in a School

1. Identify Hazards:

* Presence of chlorine gas in the school due to use in swimming pool
* Potential ignition sources such as electrical equipment, open flames, or smoking
* Inadequate ventilation or air circulation in the affected area

1. Identify People at Risk:

* Students, teachers, and staff within the school building
* Emergency responders who may be called upon to respond to the incident

1. Evaluate the Risks:

* The risk of a chlorine fire starting is relatively low, but the consequences of such an event could be severe.
* Chlorine gas is toxic and can cause severe respiratory distress, and exposure to high concentrations can be fatal.
* A fire could cause the gas to spread quickly and put people in the school at risk of exposure.
* If a fire occurs, the potential for injuries and fatalities is high.

1. Evaluate Current Controls:

* The storage of chlorine follows local and national regulations
* There are adequate warning signs and labelling in areas where chlorine is present.
* Are there adequate ventilation systems in place to prevent the accumulation of gas in the event of a leak?
* Are there proper fire suppression systems in place, including fire extinguishers and sprinklers, to quickly respond to any fire?

1. Identify Additional Controls:

* Conduct regular inspections of chlorine storage areas to ensure compliance with safety regulations.
* Ensure that warning signs and labelling are clearly visible and up to date.
* Train staff and students in proper response procedures in the event of a chlorine leak or fire.
* Regularly inspect fire suppression systems to ensure they are functioning properly and effectively.

1. Evaluate Residual Risks:

* Even with the implementation of additional controls, the residual risk of a chlorine fire remains.
* The risk of injury or death from a chlorine fire may be reduced, but it cannot be completely eliminated.

1. Emergency Response Plan:

* This is the same as for a fire evacuation; in case of a fire in the swimming pool, pupils and staff should leave via the fire door (which is the furthest distance from the pool room where the chlorine is located).
* Establish communication channels with emergency responders, including local fire departments, to ensure a coordinated response in the event of an emergency.

1. Monitor and Review:

* Regularly monitor the effectiveness of controls and emergency response procedures.
* Review the risk assessment periodically to ensure that it remains up to date and reflects any changes in the school's operations or physical environment.

***APPENDIX 6 - EVACUATION AND SHELTER PLAN***

**When the alarm sounds…**

Teachers must escort children from the building by the most convenient exit.

Any member of staff passing a cloakroom or toilet should make sure that these areas are evacuated.

Teachers should ensure that children do not:

* rush or push
* stop to collect possessions
* go to the toilet
* make a noise

Doors should be closed by the last person leaving each room.

The registers, pink cards and signing out book will be brought to the assembly point by one of the office staff. When the system is upgraded, an ipad with the information will be brought out.

Leaving by their designated exit staff should take their children to line up on the main grassed area facing away from the school.

If there are any children swimming they should line up on the grass with the rest of their class.

When the children are lined up in their designated area they must be silent, the teacher must take the register and then raise their hand to show that this has been done. The teacher must inform the Headteacher immediately if any child is found to be missing.

The children should be told that if they are not in the classroom when the fire alarm sounds they should leave by the nearest exit and join their class where they line up.

No person should re-enter the building without the permission of the Headteacher.

All exits should be kept clear of obstructions.

**Emergency Evacuation of the Swimming Pool**

If the fire alarm sounds the swimming teacher will blow a whistle three times the children should stop and listen for instructions. Exit from the pool should be through the fire exit. The swimmers should line up with the rest of their class where their register should be taken. A supply of foil blankets is kept in the First Aid Box for use during an evacuation of this kind.

In the case of a bomb alert once the children are assembled outside they will be led from the site through the main gates onto Gloucester Road to assemble on the recreation ground next to the school. If a greater distance is needed there is access from the recreation ground to Outwood Grange Academy.

In the event of a lock down the alarm will not be sounded. All external doors will be checked and if necessary locked and a message taken to each teacher by a member of staff. The register and visitor book will be taken to the class and the teacher will check all pupils and visitors are accounted for. The infant block, nursery block and swimming pool will be contacted by internal telephone. In these blocks numbers of pupils and visitors will be taken and checked on the telephone against the registers.

If it is necessary to send pupils home all available telephones will be used to contact parents and pupils will be signed out to ensure no one is missed.

***APPENDIX 7 - PLAN FOR HIGH RISK ADULT GAINING ACCESS TO THE BUILDING***

Teachers who are aware of a high-risk adult (e.g. a parent who is threatening, being aggressive or actively harming pupils or staff) being inside the building to inform the Headteacher asap.

If necessary, the Head (or Deputy) will call 999 and ask for police assistance.

Radios used to inform all teaching staff where the high-risk adult is.

Those in other buildings to lock down and ensure all external doors are shut. Those within the building where the high-risk adult is present to escort their class to a different building if safe to do so.

Those unable to leave the building should keep the children within the classroom and away from the corridor windows (upper KS2). Staff in Nursery / Y1-Y3 should lock the doors to their classrooms. If necessary, those in Y4-6 should move furniture in front of the doors.

***APPENDIX 8 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT***

* Ascertain details of incident

* Alert relevant emergency services (Police, Fire, Ambulance) via 999 system
* Call for assistance if available (staff, passers by)
* Administer first aid where possible
* Account for all members of the party and ensure that all persons uninjured stay together

* Allocate staff member(s) to travel to hospital(s) with casualties

* Ascertain if there are any witnesses

* Allocate staff member(s) to stay at incident site to liaise with the emergency services
* Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
* Inform headteacher/member of senior management team (at school) as soon as possible. Give as much of the following information as possible:
* date, time, location and nature of incident
* names of those involved
* details of any injuries.
* actions taken.
* contact point to be used
* Consider requesting additional assistance.
* Keep headteacher/member of senior management team regularly updated.
* Consider whether activity should be abandoned. If so, arrange for non casualties to return to school. Liaise with headteacher/senior management team over transport arrangements.
* Do not discuss legal liability

***APPENDIX 9 - INFLUENZA PANDEMIC PLAN***

**The Government will advise Derbyshire County Council about whether or not schools should close. We will make the final decision and if your school needs to close we will contact you.**

This section should:

* outline procedures for dealing with a child or member of staff who shows symptoms at school - they should be isolated and sent home as soon as possible
* outline systems to minimise the spread of infection if the school stays open during a pandemic (eg hand-washing, disposal of tissues etc)
* consider how lessons can be maintained if some staff become sick
* consider how non-teaching and teaching staff could be used in other areas if your school is advised to close
* download the model letters from the department for children, schools and families web site and adapt for your own needs, using them as templates
* if you are advised to close your school, you should attempt to provide some form of education by remote methods

***APPENDIX 10 - BOMB THREATS AND SUSPECT PACKAGES***

***Bomb threat prompt card for reception staff***

|  |  |
| --- | --- |
| **Action to be taken** | **✓ when complete** |
| Stay calm |  |
| Make a note of:   * the exact time of the call * the caller’s sex and approximate age * any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc * any distinguishable background noise |  |
| When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:   * Where is the bomb? * What time is it due to go off? * What kind of bomb is it? * What does it look like? * What will cause it to explode? * Why are you doing this? |  |
| Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller |  |
| Report the call to the police and the headteacher/nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure - report the call immediately to the police, and then notify the headteacher |  |

***Guidance on suspect packages***

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

Postal bombs or biological/chemical packages may display any of the following signs:

* Grease marks or oily stains on the envelope or wrapping
* An unusual odour including but not restricted to almonds, ammonia or marzipan
* Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
* Visible wiring or tin foil
* The envelope or package may feel very heavy for its size
* The weight distribution may be uneven
* Delivery by hand from an unknown source or posted from an unusual place
* If a package, it may have excessive wrapping
* There may be poor hand writing, spelling or typing
* It may be wrongly addressed, or come from an unexpected source
* No return address or postmark that does not match return address
* There may be too many stamps for the weight of the package

**If you suspect that a letter or a package may contain a bomb:**

* Stay calm
* Put the letter or package down gently and walk away from it
* Do not put the letter or package into anything (including water) and do not put anything on top of it
* Ask everyone to leave the area (including classes if necessary)
* Notify the police and the headteacher/nominated deputy immediately
* Do not use mobile phones or sound the alarm using the break glass call points

**If you suspect that a letter or a package may contain a biological or chemical threat:**

* Stay calm
* Do not touch the package further or move it to another location
* Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination
* Notify the headteacher/nominated deputy immediately

**The headteacher/nominated deputy should then:**

* Notify the police immediately on 999
* Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed
* Evacuate the building, keeping people away from the contaminated room as far as possible
* Keep all persons exposed to the material separate from others and available for medical attention
* If anyone is experiencing symptoms of chemical exposure (eg streaming eyes, coughs and irritated skin) seek medical attention immediately

If anyone believes they have been exposed to biological/chemical material, they should be encouraged to:

* remain calm
* do not touch eyes, nose or any other part of the body
* wash your hands in ordinary soap where facilities are provided

***APPENDIX 11 - OTHER SERVICES USING THE SCHOOL SITE***

The additional users of the site are those using the swimming pool and after school club providers. The swimming clubs have a copy of our fire procedures and are aware of related health and safety issues. The after-school clubs always have a member of staff linked to them who would take over the evacuation in case of emergency.

**Amendment –**(09.03.2023)

***APPENDIX 11A – OTHER CONTRACTORS WORKING ON THE SCHOOL SITE AT THE TIME OF AN INCIDENT.***

**For the duration of the** (WINDOW AND FIRE DOOR PROJECT.)

That you will liaise with the Building Supervisor at all times so you are aware of the programme of works and any other areas we may need to work in other than the main area.

If works are to be done out of the main area you are aware of this and will ensure the escape routes are clear and maintained at all times, if any fire escape routes are affected and have to be altered you will manage these and alter your fire strategy accordingly.

Have practice drills if any of the escape routes have been changed so your staff and DCC operatives are aware of the changes.

**In the event of a fire on site: -** the site operative discovering the fire, will raise the alarm notify the Building Manager who will liaise where necessary with Highfield Hall Primary School existing premises management team to enable them to meet their fire/emergency procedures.

***APPENDIX 12 - LOG KEEPING***

***How to write the log:***

* Note all relevant facts in chronological order
* Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
* If you make a mistake, cross it out with a single line l so that what is underneath is still visible, and initial it
* Do not leave blank spaces - or if you do, rule them out with a line
* Do not overwrite – if you make a mistake, cross it out, initial it and start again
* Do not leave large blank spaces between words or between entries
* Do not use correction fluid
* Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed
* Avoid approximations and abbreviations

***Log Sheet***

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| --- | --- |
| Incident: |  |
| Location of incident: |  |

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| --- | --- | --- | --- |
| **Date** | **Time** | **Event/Action Taken** | **Initials** |
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***APPENDIX 13 - TRAINING AND EXERCISING***

***Training record:***

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| --- | --- | --- | --- |
| **Date** | **Training** | **Areas covered** | **Attendees** |
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***Exercise record:***

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| --- | --- | --- | --- | --- |
| **Date** | **Brief details of exercise** | **Actions identified** | **Outcome of actions** | **Aspects of plan tested** |
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***APPENDIX 14 - BUSINESS CONTINUITY***

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue pupils’ education.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims.

**Equipment** – the school inventory is stored in the red box under the main stairs, it includes all items over £100 in value including ITC equipment.

**IT data and systems** - all data stored on school computers is backed up and stored off site overnight.